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ABSTRACT

This report presents a profile of summer 2000 guest students at Community College of Philadelphia (CCP) (Pennsylvania). Many students taking summer courses at CCP attend college elsewhere during the academic year. During summer 2000, approximately 950 students were guest students at CCP. Approximately 10% of the students who took credit courses at CCP during the first summer session were guest students; 37% during the mid-summer session were students elsewhere; and 16% during the second summer session were guest students. Overall, guest students were most likely to be from Drexel University (13.1%). Penn State and Temple universities ran a distant second and third to Drexel (7.2% and 6.0% respectively). Most students noted that price advantage was a factor that entered into their decision to take a summer course at CCP. A recognition that the credits they were accruing during the summer would transfer to their college/university, and the availability of courses were also reasons that motivated a good portion of summer students to take classes at CCP. Regardless of session, approximately 75% of the courses taken by guest students were located on the main campus. (JA)

**A Profile of Summer 2000 Guest Students
at Community College of Philadelphia
Report #114
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IR Report # 114
A Profile of Summer 2000 Guest Students
at Community College of Philadelphia

Many students taking summer courses at Community College of Philadelphia attend college elsewhere during the academic year. During Summer 2000, approximately 950 students were guest students at the College. Approximately 10% of the students who took credit courses at the College during the first summer session were guest students; 37% during the mid-summer session were students elsewhere; and 16% during the second summer session were guest students.

The list of higher education institutions at which the College's guest students are matriculants is quite broad. Guest students attend over 250 different colleges and universities. Table 1 contains the list of institutions that were represented by at least three guest students during the summer 2000. Overall, guest students were most likely to be enrolled at Drexel University (13.1%). Penn State and Temple universities ran a distant second and third to Drexel (7.2% and 6.0% respectively). Given the small size of their student bodies, Beaver and Lincoln universities were well represented by guest students enrolled at the College (4.3% each). The distribution of institutions changes across summer sessions. Among Summer 1 students, Penn State was most frequently cited while Summer 2 students were most likely to be enrolled at Drexel University and mid-summer students were most likely to be attending Temple University.

Summer 2000 guest students were surveyed to learn about the factors that motivated them to take courses at Community College of Philadelphia and their programs of study. A total of 120 students, representing 12.6% of all Summer 2000 guest students, participated in the survey. Information is provided for students as a whole and separately by summer session.

Guest students' programs of study were as varied as the institutions they attended. Forty-five different programs were cited and the most frequently cited major was Education (Table 2). Communications and Psychology majors were also slightly more prevalent than majors in other disciplines. The most notable difference across summer sessions was the presence of Business majors exclusively in the second summer session.

The reasons guest students cited for taking summer courses at the College are also presented for all students and separately by summer session. Most students noted that price advantage was a factor that entered into their decision to take a summer course at the College. Overall, 80% of students indicated the cost of the course was part of their decision (Table 3). Knowledge that the credits they were accruing during the summer would transfer to their college/university and the availability of courses were also reasons that motivated a good portion of summer students to take classes at the College. Other important deciding factors were the location of classes; ability to enroll in desired courses at convenient class times; and the need to accumulate credits to ensure graduating on time. The distribution of the importance of these deciding factors changed little across summer sessions (Table 3).

Tables 4 contains the locations of the courses that guest students were enrolled in and Table 5 is a list of the courses that guest students took during the summer sessions. The frequencies reflected in these tables are larger than those in previous tables since this information originated from the institutional database rather than the student survey. Regardless of session, approximately 75% of the courses taken by guest students were located at the main campus. Except for the mid-summer session, courses at the Northeast Regional Center were more likely to be taken by guest students than courses at the other two regional centers. During the mid-summer session, guest students enrolled at only two

of the College's sites, the Spring Garden Street campus and the Northwest Regional Center.

Guest students were most likely to take one of the College's science courses (Table 5). They were well represented in Biology, Chemistry and Physics courses. Guest students also took large numbers of courses in Economics and Mathematics. Individual courses with the largest guest student enrollments included: Organic Chemistry, Introduction to Psychology, Introduction to Sociology, Introduction to Physics I and II.

The information suggests several marketing strategies that could be used to target summer guest students. While the distribution of institutions attended by guest students is fairly broad, differences in the distributions across summer sessions suggests some of the College's summer sessions may be more compatible than other sessions with the academic calendars of several institutions. For example, Drexel University students enrolled exclusively in the College's second summer session while Penn State students favored the first summer session. If a misfit between academic calendars prohibits Drexel students from attending earlier summer sessions, marketing materials aimed at Drexel students should highlight courses offered during the second summer session.

The mid-summer session was very important for guest students. There were three times as many guest students enrolled during the session (37%) as there were in either the first summer session (10%) or the second (16%). The College should target guest students for enrollment in this session and develop marketing activities and materials directed toward them. The College also needs to more fully develop the types, numbers, and schedule for courses offered during this session.

Regardless of summer session, price advantage should be a message conveyed in the advertisements targeted towards guest students. The College should be certain to mention in advertisements the transferability of courses and the convenience of classes,

both in terms of time and locations. The diversity of course offerings should also be conveyed to prospective guest students given the broad range of programs of study reported by them.

Table 1
Colleges Attended by Guest Students

| Colleges Attended By Guest Students | # of Guest Students | Percent |
|--|---------------------|---------|
| Beaver College | 37 | 4.3% |
| Bloomsburg University of Pennsylvania | 6 | 0.7% |
| Cabrini College | 7 | 0.8% |
| Chestnut Hill College | 5 | 0.6% |
| Cheyney State College | 8 | 0.9% |
| Clarion University of Pennsylvania | 4 | 0.5% |
| Delaware County Community College | 3 | 0.3% |
| Delaware State College | 11 | 1.3% |
| Delaware Valley College of Science and Agriculture | 6 | 0.7% |
| Drexel University | 113 | 13.1% |
| East Stroudsburg University | 10 | 1.2% |
| Eastern College | 13 | 1.5% |
| Gwynedd Mercy College | 3 | 0.3% |
| Holy Family College | 3 | 0.3% |
| Indiana University of Pennsylvania | 8 | 0.9% |
| Kutztown University of Pennsylvania | 12 | 1.4% |
| LaSalle University | 26 | 3.0% |
| Lincoln University | 37 | 4.3% |
| Manor Junior College | 4 | 0.5% |
| Mansfield University | 12 | 1.4% |
| MCP Hahnemann University | 9 | 1.0% |
| Methodist Hospital | 3 | 0.3% |
| Millersville University of Pennsylvania | 17 | 1.9% |
| Moore College of Arts and Design | 5 | 0.6% |
| Morgan State University | 4 | 0.5% |
| Neumann College | 6 | 0.7% |
| Peirce College | 7 | 0.8% |
| Pennsylvania State University | 62 | 7.2% |
| Philadelphia University | 7 | 0.8% |
| Saint Joseph's University | 6 | 0.7% |
| Shippensburg University of Pennsylvania | 5 | 0.6% |
| Temple University | 51 | 5.9% |
| Thomas Jefferson University | 4 | 0.5% |
| University of the Sciences of Philadelphia | 43 | 5.0% |
| University of Pittsburg | 7 | 0.8% |
| University of the Arts | 7 | 0.8% |
| West Chester University | 27 | 3.1% |
| Widener University | 12 | 1.4% |
| | | |
| Other Colleges/Universities/Institutions | 250 | 29.0% |

Table 2
Guest Student's Major Field of Study

| College Major | Summer Session I | | Mid Summer Session | | Summer Session II | | Overall | |
|------------------------------------|------------------|---------------|--------------------|---------------|-------------------|---------------|------------------|---------------|
| | # of Respondents | Percent | # of Respondents | Percent | # of Respondents | Percent | # of Respondents | Percent |
| Education | 6 | 15.4% | 2 | 13.3% | 6 | 11.8% | 14 | 13.3% |
| Communications | 5 | 12.8% | 1 | 6.7% | 2 | 3.9% | 8 | 7.6% |
| Psychology | 2 | 5.1% | 2 | 13.3% | 3 | 5.9% | 7 | 6.7% |
| Undeclared | | 0.0% | 4 | 26.7% | 3 | 5.9% | 7 | 6.7% |
| Business | | 0.0% | | 0.0% | 6 | 11.8% | 6 | 5.7% |
| Nursing | 4 | 10.3% | | 0.0% | 2 | 3.9% | 6 | 5.7% |
| Finance | 2 | 5.1% | | 0.0% | 3 | 5.9% | 5 | 4.8% |
| Accounting | 1 | 2.6% | | 0.0% | 3 | 5.9% | 4 | 3.8% |
| Biology | | 0.0% | 2 | 13.3% | 2 | 3.9% | 4 | 3.8% |
| Computer Science | | 0.0% | | 0.0% | 4 | 7.8% | 4 | 3.8% |
| Pharmacy | 3 | 7.7% | | 0.0% | 1 | 2.0% | 4 | 3.8% |
| Criminal Justice | 1 | 2.6% | 1 | 6.7% | 1 | 2.0% | 3 | 2.9% |
| Architecture | | 0.0% | | 0.0% | 2 | 3.9% | 2 | 1.9% |
| Chemistry | 1 | 2.6% | | 0.0% | 1 | 2.0% | 2 | 1.9% |
| Communication | 1 | 2.6% | | 0.0% | 1 | 2.0% | 2 | 1.9% |
| Social Work | 1 | 2.6% | | 0.0% | 1 | 2.0% | 2 | 1.9% |
| Biomedical Sciences | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Deaf Studies | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Electrical Engineering | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Elementary Special Education | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Exercise Science | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Health Studies | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Illustration | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Industrial Engineering | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Information Science and Technology | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| International Business | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Liberal Arts | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Marketing | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Mathematics | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Molecular Biology | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Music Therapy | | 0.0% | 1 | 6.7% | | 0.0% | 1 | 1.0% |
| Nutrition and Food Sciences | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Occupational Therapy | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Office Administrator | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Organizational/Management | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Paralegal Studies | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Psychology | | 0.0% | | 0.0% | 1 | 2.0% | 1 | 1.0% |
| Physical Therapy | | 0.0% | 1 | 6.7% | | 0.0% | 1 | 1.0% |
| Spanish/Latin | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Spirituality and Healing | 1 | 2.6% | | 0.0% | | 0.0% | 1 | 1.0% |
| Sports Management | | 0.0% | 1 | 6.7% | | 0.0% | 1 | 1.0% |
| Total | 39 | 100.0% | 15 | 100.0% | 51 | 100.0% | 105 | 100.0% |

Table 3
Guest Students' Reasons For Attending CCP

| Reasons Given for Attending CCP | Summer Session I | | Mid Summer Session | | Summer Session II | | Overall | |
|--|------------------|---------|--------------------|---------|-------------------|---------|------------------|---------|
| | # of Respondents | Percent | # of Respondents | Percent | # of Respondents | Percent | # of Respondents | Percent |
| cost of courses | 38 | 17.2% | 13 | 20.0% | 47 | 21.9% | 98 | 19.6% |
| credits will transfer to four-year school | 33 | 14.9% | 11 | 16.9% | 40 | 18.6% | 84 | 16.8% |
| course availability | 31 | 14.0% | 8 | 12.3% | 24 | 11.2% | 63 | 12.6% |
| location of classes | 19 | 8.6% | 6 | 9.2% | 22 | 10.2% | 47 | 9.4% |
| able to enroll in my desired courses and class times | 20 | 9.0% | 6 | 9.2% | 15 | 7.0% | 41 | 8.2% |
| accumulating credits to graduate on-time | 17 | 7.7% | 5 | 7.7% | 14 | 6.5% | 36 | 7.2% |
| small class size | 13 | 5.9% | 4 | 6.2% | 5 | 2.3% | 22 | 4.4% |
| ease of enrollment procedures | 11 | 5.0% | 5 | 7.7% | 6 | 2.8% | 22 | 4.4% |
| suggestions of friends/relatives | 7 | 3.2% | 1 | 1.5% | 10 | 4.7% | 18 | 3.6% |
| repeating a course taken at four-year school | 5 | 2.3% | 2 | 3.1% | 10 | 4.7% | 17 | 3.4% |
| advice of counselor or advisor at four-year school | 7 | 3.2% | 2 | 3.1% | 5 | 2.3% | 14 | 2.8% |
| to qualify for admission at another college | 3 | 1.4% | 0 | 0.0% | 7 | 3.3% | 10 | 2.0% |
| to prepare for graduate studies | 4 | 1.8% | 1 | 1.5% | 5 | 2.3% | 10 | 2.0% |
| parental influence | 5 | 2.3% | 0 | 0.0% | 2 | 0.9% | 7 | 1.4% |
| strengthen academic skills | 4 | 1.8% | 1 | 1.5% | 2 | 0.9% | 7 | 1.4% |
| advice of instructor/faculty at four-year school | 4 | 1.8% | 0 | 0.0% | 1 | 0.5% | 5 | 1.0% |

Table 4
Location of Courses Taken by Guest Students During Summer 2000

| Campus | Overall | | Summer Session 1 | | Mid Summer Session | | Summer Session 2 | |
|-----------|---------|---------|------------------|---------|--------------------|---------|------------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Main | 845 | 76% | 410 | 75% | 42 | 75% | 430 | 78% |
| Northwest | 45 | 4% | 20 | 4% | 14 | 25% | 23 | 4% |
| Northeast | 129 | 12% | 70 | 13% | 0 | 0% | 59 | 11% |
| West | 31 | 3% | 20 | 4% | 0 | 0% | 11 | 2% |
| TV | 51 | 5% | 21 | 4% | 0 | 0% | 30 | 5% |
| Total | 1101 | 100% | 541 | 100% | 56 | 100% | 553 | 100% |

Table 5
Courses Guest Students Enrolled in During Summer 2000

| Discipline | Course Number | Course Name | Number of Guest Students Enrolled | Total Number of Guest Students Enrolled |
|-------------------------------------|---------------|---|-----------------------------------|---|
| Accounting | ACCT 101 | Financial Accounting | 21 | 35 |
| | ACCT 102 | Managerial Accounting | 13 | |
| | ACCT 202 | Intermediate Accounting II | 1 | |
| Anthropology | ANTH 101 | Introduction to Anthropology | 10 | 20 |
| | ANTH 112 | Cultural Anthropology | 10 | |
| Art | ART 103 | History of Art I | 14 | 37 |
| | ART104 | History of Art II | 6 | |
| | ART105 | Drawing I | 1 | |
| | ART 106 | Drawing II | 1 | |
| | ART 109 | Ceramics I | 9 | |
| | ART 110 | Ceramics II | 2 | |
| | ART 150 | Introduction to Computer Art / Graphics | 1 | |
| | ART 180 | Topics in Art Studio | 3 | |
| Architectural Technology | ARCH 109 | Fundamentals of Design and Delineation | 1 | 1 |
| American Sign Language | ASL 101 | Elementary American Sign Language I | 17 | 29 |
| | ASL 102 | Elementary American Sign Language II | 9 | |
| | ASL 201 | Intermediate American Sign Language I | 2 | |
| | ASL 202 | Intermediate American Sign Language II | 1 | |
| Behavioral Health/Human Services | BHHS 105 | Introduction to Group Dynamics | 1 | 3 |
| | BHHS 121 | Psycho-Social Aspects of Alcoholism/ Drug Addiction | 2 | |
| Biology | BIOL 106 | General Biology I | 37 | 143 |
| | BIOL 107 | General Biology II | 15 | |
| | BIOL 109 | Anatomy and Physiology I | 28 | |
| | BIOL 110 | Anatomy and Physiology II | 19 | |
| | BIOL 123 | Cellular and Molecular Biology | 8 | |
| | BIOL 124 | Organismal Biology | 7 | |
| | BIOL 241 | Principles of Microbiology | 29 | |
| Computer Assisted Design Technology | CADT 101 | CAD Basics | 1 | 1 |
| Chemistry | CHEM101 | General Chemistry I | 18 | 200 |
| | CHEM 102 | General Chemistry II | 4 | |
| | CHEM 110 | Introductory Chemistry | 19 | |
| | CHEM 118 | Introduction to Biochemistry | 4 | |
| | CHEM 121 | College Chemistry | 38 | |
| | CHEM 122 | College Chemistry | 10 | |
| | CHEM 211 | Organic Chemistry | 55 | |
| | CHEM 212 | Organic Chemistry | 52 | |
| Clinical Laboratory Technician | CLT 102 | Phlebotomy | 6 | 6 |
| Computer Science | CSCI 111 | Programming and Algorithm Development I | 4 | 5 |
| | CSCI 112 | Programming and Algorithm Development II | 1 | |
| Dietetics | DIET 106 | Nutrition for a Healthy Lifestyle | 1 | 1 |
| | DP 101 | Computer Literacy | 3 | |
| | DP 103 | Microcomputer Applications | 12 | |
| | DP 104 | Microcomputer Operating System | 2 | |
| | DP 106 | Introduction to Business Programming | 4 | |

| | | | | |
|-------------------------------|----------|---|----|-----|
| | DP 218 | C Programming | 1 | |
| Earth Science | EASC 111 | Environmental Conservation | 17 | 17 |
| Early Childhood Education | ECE 121 | Program Planning and Curriculum Development I | 1 | 2 |
| | ECE 131 | Teacher-Parent-Child Relationships in ECE | 1 | |
| Economics | ECON 112 | Statistics I | 29 | 100 |
| | ECON 114 | Statistics II | 13 | |
| | ECON 181 | Principles of Economics (Macroeconomics) | 42 | |
| | ECON 182 | Principles of Economics (Microeconomics) | 16 | |
| Education | EDUC 201 | Introduction to Education | 5 | 8 |
| | EDUC 225 | Educational Psychology | 3 | |
| English | ENGL 098 | Fundamentals of Writing | 1 | 72 |
| | ENGL 101 | Basic Expository Writing and English Composition | 12 | |
| | ENGL 102 | English Composition | 24 | |
| | ENGL 112 | Report and Technical Writing | 2 | |
| | ENGL 114 | Introduction to speech Communication | 3 | |
| | ENGL 115 | Public Speaking | 16 | |
| | ENGL 116 | Interpersonal Communication | 1 | |
| | ENGL 208 | Introduction to Literature:Prose | 6 | |
| | ENGL 209 | Introduction to Literature:Poetry | 7 | |
| Finance | FIN 191 | Financial Management | 2 | 2 |
| French | FREN 101 | Elementary French | 2 | 3 |
| | FREN 102 | Elementary French | 1 | |
| Geography | GEOG 101 | Introduction to Geography | 8 | 9 |
| | GEOG 103 | Cultural Geography | 1 | |
| History | HIST 101 | United States and Pennsylvania History: The Colonial Period | 10 | 45 |
| | HIST 102 | United States and Pennsylvania History: The 19th Century | 4 | |
| | HIST 103 | United States and Pennsylvania History:The 20th Century | 8 | |
| | HIST 120 | World Civilization: The Ancient World | 9 | |
| | HIST 121 | World Civilization: The Medieval/Renaissance World | 1 | |
| | HIST 122 | World Civilization: The Early Modern Times to Present | 8 | |
| | HIST 213 | The African-American in the United States | 5 | |
| Health Information Technology | HIT 105 | Medical Terminology | 2 | 2 |
| Humanities | HUM 101 | Cultural Traditions | 7 | 9 |
| | HUM 102 | Cultural Traditions | 2 | |
| Justice | JUS 101 | Survey of Justice | 2 | 11 |
| | JUS 221 | Legal Issues of Justice and Human Services | 1 | |
| | JUS 241 | Criminal Law | 2 | |
| | JUS 281 | Community Relations | 5 | |
| Mathematics | MATH 016 | Arithmetic | 1 | 124 |
| | MATH 017 | Elementary Algebra | 2 | |
| | MATH 118 | Intermediate Algebra | 14 | |
| | MATH 151 | Linear Mathematics | 6 | |
| | MATH 152 | Probability | 3 | |
| | MATH 161 | Precalculus I | 19 | |
| | MATH 162 | Precalculus II | 17 | |
| | MATH 163 | Discrete Mathematics | 3 | |
| | MATH 166 | Differential Calculus II | 1 | |
| | MATH 171 | Calculus I | 24 | |
| | MATH 172 | Calculus II | 14 | |

| | | | | |
|-----------------------|----------|--|----|-------------|
| | MATH 251 | Statistics for Science | 10 | |
| | MATH 270 | Linear Algebra | 5 | |
| | MATH 271 | Calculus II | 3 | |
| | MATH 272 | Differential Equations | 2 | |
| Marketing | MKTG 131 | Principles of Marketing | 2 | 2 |
| Management | MNGT 121 | Management of Contemporary Business | 6 | 21 |
| | MNGT 142 | Management Information Systems | 6 | |
| | MNGT 261 | Introduction to the Law and Legal Systems | 3 | |
| | MNGT 262 | Business Law | 6 | |
| Music | MUS 100 | Music Reading | 1 | 6 |
| | MUS 101 | Piano I | 3 | |
| | MUS 120 | Music of Black Americans | 2 | |
| Office Administration | OA 141 | Keyboarding on Computers | 1 | 1 |
| Philosophy | PHIL 101 | Introduction to Philosophy | 15 | 27 |
| | PHIL 111 | Critical Thinking | 6 | |
| | PHIL 251 | World Religions | 4 | |
| | PHIL 252 | Philosophy of Religion | 2 | |
| Photographic Imaging | PHOT 101 | Basic Photography | 2 | 2 |
| Physics | PHYS 111 | Introduction to Physics I | 50 | 84 |
| | PHYS 112 | Introduction to Physics II | 34 | |
| Political Science | POLS 101 | Introduction to Political Science | 6 | 21 |
| | POLS 111 | American Government | 15 | |
| Psychology | PSYC 101 | Introduction to Psychology | 48 | 72 |
| | PSYC 201 | Child Psychology | 5 | |
| | PSYC 205 | Psychopathology | 7 | |
| | PSYC 215 | Developmental Psychology | 12 | |
| Sociology | SOC 101 | Introduction to Sociology | 51 | 54 |
| | SOC 212 | Sociology of Marriage and Family | 1 | |
| | SOC 233 | The Sociology of Ethnic and Minority Group Relations | 2 | |
| Spanish | SPAN 101 | Elementary Spanish | 18 | 32 |
| | SPAN 102 | Elementary Spanish | 12 | |
| | SPAN 201 | Intermediate Spanish | 2 | |
| Total | | | | 1101 |